

2014-2015

# CONNECTICUT SPECIAL EDUCATION PARENT SURVEY

DATA BRIEF

Simsbury Nexus District

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## INTRODUCTION

The Connecticut Special Education Parent Survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Work Group to collect information on family satisfaction and parents' involvement in their child's special education program.<sup>1</sup> The 2014-15 survey was sent to 18,634 parents of children receiving special education services, ages 3 through 21, across 56 school districts.<sup>2</sup> A total of 3,965 surveys were returned, representing a response rate of 21.3%. The survey is in its tenth year, with the 2014-15 school year marking the first year of a new three-year survey cohort cycle. The survey continues to serve as the chief instrument for collecting parent involvement data for Indicator 8 of the state's IDEA Part B State Performance Plan (SPP).<sup>3</sup>

## PURPOSE OF THIS REPORT

The purpose of this report is to provide survey results for the Simsbury Nexus District in an easy-to-use format.<sup>4</sup> The intent is to highlight potential areas of strength for your district and areas that may need improvement. Your district's survey results, especially when used in conjunction with other data at your disposal, can provide insightful information for use in decision-making and improvement planning. A few tips for reviewing your survey data include the following:

- Use the survey delivery and response statistics to set the context of your data.
- Review the "total agreement" by survey item to get a general sense of how well your district is doing in each of the six topic areas of the survey.
- Contrast "total agreement" with "high-level agreement" in order to identify survey items where the total percentage may include a sizable lukewarm response (i.e., slightly agree).
- Examine parents' comments for areas of satisfaction, areas of concern, and suggested improvement steps.
- Consider how your district's results compare to the overall statewide results.

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<sup>1</sup> The Parent Work Group is a statewide stakeholder group that examines parent involvement data as an indicator of parent satisfaction for annual reporting to the Office of Special Education Programs.

<sup>2</sup> In the majority (n=45) of districts, surveys were sent to all parents of children receiving services. However, in 11 districts, a simple random sample of students was selected. (See Appendix B.1 for more information.)

<sup>3</sup> SPP Indicator 8 measures the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Survey item 10 is the primary measure for this indicator.

<sup>4</sup> The 2014-15 Connecticut Special Education Parent Survey Statewide Report will be available on the Department website in early 2016.

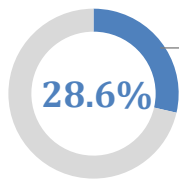
## SECTION I: SURVEY DELIVERY AND RESPONSE

In August 2015, the 2014-15 Connecticut Special Education Parent Survey was distributed to parents of children with an Individualized Education Program (IEP) or Services Plan. Parents were mailed a survey packet, with some parents also receiving an email about the survey. All materials were available in English and Spanish, and the survey could be completed on paper or online. The survey deadline was September 18, 2015. The following graphics provide survey delivery and response statistics for the Simsbury Nexus District.

### DELIVERY METHOD

Mail	612	Mail Non-Deliverable Rate	1.5% (n=9)
Email	84.8% (n=519)	Email Non-Deliverable Rate	5.4% (n=28)

### RESPONSE RATE

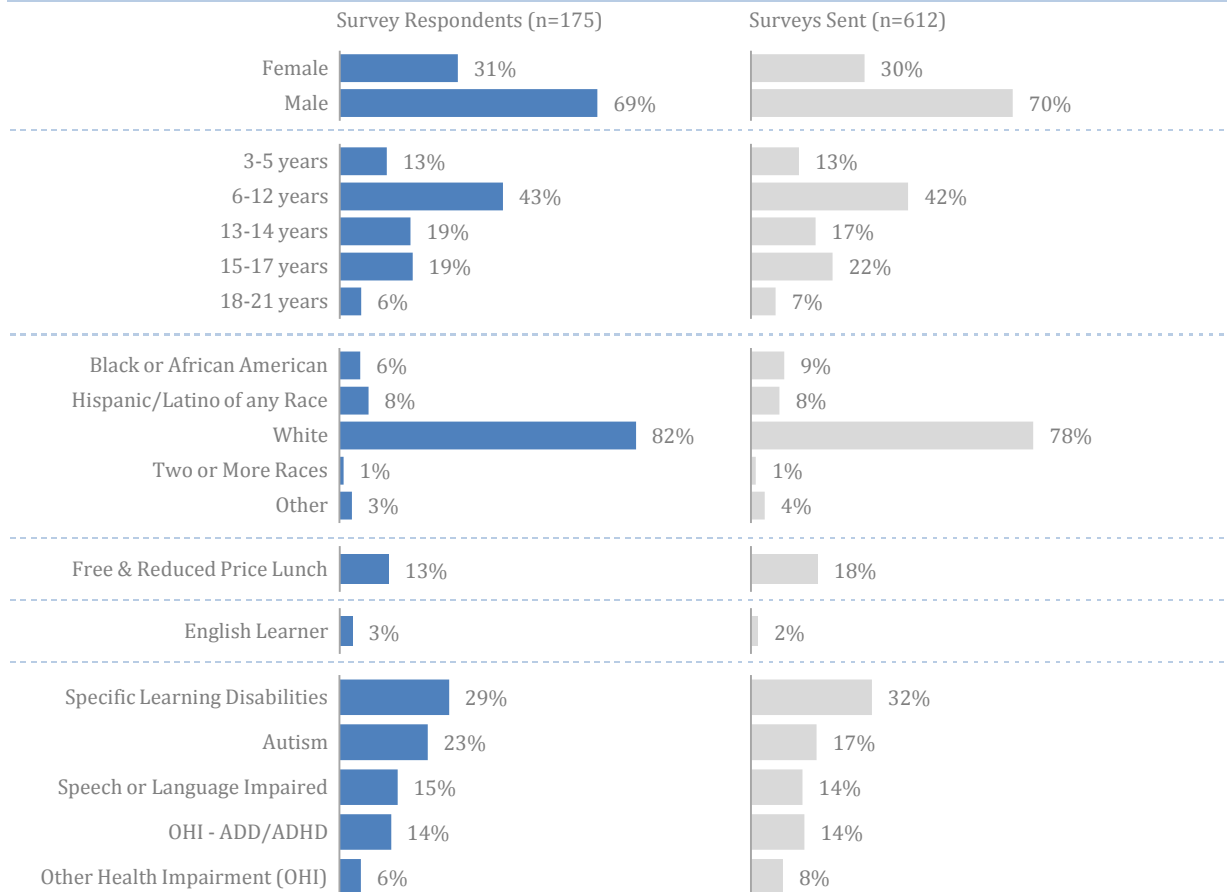


175 completed

54.3% Online

45.7% Paper

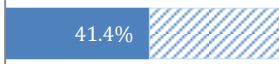
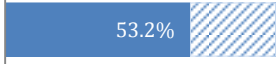


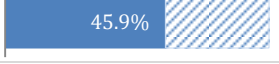
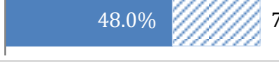
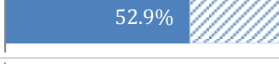
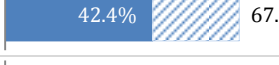

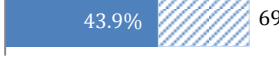
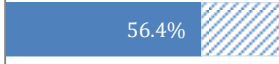

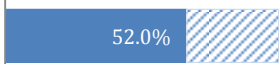


### CHILD DEMOGRAPHICS



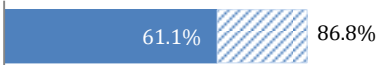
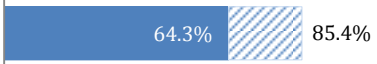


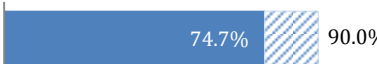
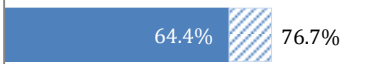
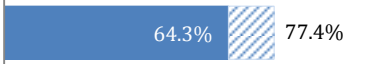
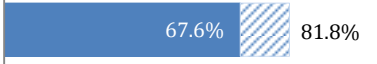








Note: The disabilities displayed are those that are 5% or greater in the survey respondent group or the survey sent group.



## SECTION II: SURVEY RESULTS


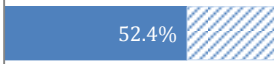
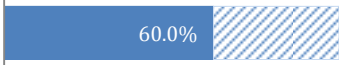



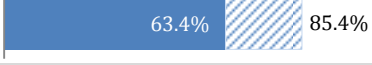


The 2014-15 survey included 38 items that asked parents to rate on a 6-point scale from “strongly disagree” to “strongly agree” their experiences with their child’s special education program over the past 12 months.<sup>5</sup> The following tables include bar charts that illustrate parents’ “high level of agreement” (i.e., strongly agree and moderately agree), as well as a column with the percentage to express “total agreement” (i.e., plus slightly agree). Only the agreement response options are included to allow for a quick visual comparison across survey items; however, all response options for the Simsbury Nexus District are included in Appendix A.1.

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Satisfaction with My Child’s Program</i>		
1. I am satisfied with my child’s overall special education program. [n=174]	 41.4% 78.7%	87.4%
2. I have the opportunity to talk to my child’s teachers on a regular basis to discuss my questions and concerns. [n=173]	 53.2% 77.5%	92.5%
3. My child is accepted within the school community. [n=172]	 55.2% 77.9%	90.7%
4. My child’s Individualized Education Program (IEP) is meeting his or her educational needs. [n=175]	 34.3% 73.7%	86.3%
5. All special education services identified in my child’s IEP have been provided. [n=172]	 45.9% 75.6%	87.2%
6. Staff is appropriately trained and able to provide my child’s specific program and services. [n=171]	 48.0% 73.1%	87.1%
7. Special education teachers make accommodations and modifications as indicated on my child’s IEP. [n=170]	 52.9% 82.4%	93.5%
8. General education teachers make accommodations and modifications as indicated on my child’s IEP. [n=170]	 42.4% 67.1%	83.5%
9. General education and special education teachers work together to assure that my child’s IEP is being implemented. [n=171]	 45.0% 69.6%	88.3%
<i>Participation in My Child’s Program</i>		
10. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities. [n=173]	 43.9% 69.9%	87.9%
11. At meetings to develop my child’s Individualized Education Program (IEP), I feel encouraged to give input and express my concerns. [n=172]	 56.4% 83.1%	91.9%
12. I understand what is discussed at meetings to develop my child’s IEP. [n=171]	 64.9% 86.0%	94.7%
13. My concerns and recommendations are documented in the development of my child’s IEP. [n=171]	 52.0% 78.4%	89.5%
KEY:  Strongly Agree  Moderately Agree		

<sup>5</sup> Parents were given the option of selecting “don’t know” on 11 survey items (4-9, 21, 25, 28, 29 and 34). This should be considered when comparing agreement levels across items.



	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>Participation in My Child's Program (Continued)</i>		
14. My child's evaluation report is written in terms I understand. [n=167]		94.0%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs. [n=171]		91.2%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs. [n=173]		86.7%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers. [n=169]		85.8%
18. I have received a copy of my child's IEP within 10 school days after the PPT. [n=170]		94.1%
19. If necessary, a translator was provided at the PPT meetings. [n=90]		86.7%
20. The translation services provided at the PPT meetings were useful and accurate. [n=84]		84.5%
21. The school district proposed the regular classroom for my child as the first placement option. [n=170]		85.3%
<i>My Child's Participation</i>		
22. My child has been sent home from school, but not suspended, due to behavioral difficulties. [n=145]		10.3%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events). [n=168]		95.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities. [n=165]		87.9%
25. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports). [n=159]		55.3%
<i>Parent Training and Support</i>		
26. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities. [n=154]		31.8%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources. [n=150]		28.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district. [n=162]		27.2%
29. A support network for parents of students with disabilities is available to me through my school district or other sources. [n=160]		30.6%

KEY:  Strongly Agree  Moderately Agree

	HIGH LEVEL OF AGREEMENT	TOTAL AGREEMENT
<i>My Child's Skills</i>		
30. My child is learning skills that will enable him/her to be as independent as possible. [n=169]		86.4%
31. My child is learning skills that will lead to a high school diploma, further education, or a job. [n=164]		87.2%
<i>Transition Planning</i>		
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three. [n=25]		100.0%
33. I am satisfied with the way secondary transition services were implemented for my child. [n=40]		75.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning. [n=38]		50.0%
35. The PPT introduced planning for my child's transition to adulthood. [n=44]		63.6%
36. The school district actively encourages my child to attend and participate in PPT meetings. [n=41]		90.2%
37. The PPT discussed an appropriate course of study at the high school for my child. [n=43]		81.4%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate. [n=43]		65.1%

Note: Respondents were instructed only to answer item 32 if their child had transitioned from the Birth to Three System to Preschool within the past three years, and only to answer items 33-38 if their child was 15 years of age or older at their last PPT meeting.

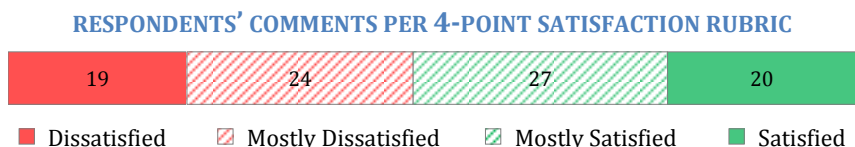
Due to limited space on the bar graphs, the data label for "strongly agree" is not included if it is less than 15%.

KEY:  Strongly Agree  Moderately Agree

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## SECTION III: PARENT COMMENTS

An open-ended section at the end of the survey asked parents to comment on their overall experience with their child's special education program. Of the 175 surveys completed by parents in the Simsbury Nexus District, 52.0% (n=91) included written comments. The comments were classified according to a 4-point rubric: "1" if the comment conveyed complete dissatisfaction; "2" if mostly dissatisfied; "3" if mostly satisfied; and "4" if the comment conveyed complete satisfaction. The breakout along the 4-point rubric is provided below, followed by examples of parents' feedback.<sup>6</sup>



Note: The comment of one respondent was not coded because the remark could not be classified as either a reflection of satisfaction or dissatisfaction with their child's program.

### COMMENTS EXPRESSING SATISFACTION

- Overall, I have been very pleased with the program. My questions are answered promptly and my son is provided with warm, compassionate, and patient educators.*
- Tariffville Elementary is an exceptional school and has given my son great support for his special education needs. He has greatly improved speech and reading skills.*
- This program has changed my son for the better. The plan in place really works for him and he seems to be getting smarter every day.*
- My daughter's special education teacher is the best case manager – proactive and wonderful with communication. If there is an award for the best teacher, she should definitely get it. She totally understands the system, the children, and individual needs.*
- Our experience at Simsbury High School has been outstanding.*
- My son has progressed tremendously within the Simsbury public school system. Prior to transferring to Simsbury he was passed through each grade in another school system without retaining the information that he learned during the school year. In Simsbury, he received the one-on-one help from teachers that had patience and expressed interest in getting him to the next educational level. Each PPT meeting that I have attended has given me the information needed on how my son is learning and growing as an individual at school. Every teacher is pleasant and willing to go above and beyond to provide any additional information on how to utilize services outside of the school.*
- I have had a wonderful experience with special education in Simsbury. There was help available every step of the way. We couldn't be this far without everyone involved.*
- We were thrilled with the services our child received throughout her years in school. The transitional academy provided the help with skills post graduation. Thank you!*
- I feel very fortunate to have the proactive services provided in Simsbury. It exceeds those of friends outside of my town/state.*
- We are very fortunate to have an extremely supportive staff and administration for our daughter's special education services. We work collaboratively with them at all times. We always feel that our questions and concerns are addressed in a timely and effective manner. We give very high marks to our school and district for their caring and supportive learning environment. As a result, our daughter has flourished and has been very successful.*
- We are very happy with the services and education being provided by the Simsbury School District. We feel fortunate that our son gets to receive services here and we are grateful for the high quality.*

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<sup>6</sup> Comments are reported verbatim with the following exceptions: 1) comments received in Spanish were translated; 2) silent corrections were made to improve readability; and 3) all identifying information was removed to maintain respondent confidentiality. In some cases, multiple excerpts may have been taken from one or more respondents' comments.

- *Overall, we are pleased with our child's progress and the efforts made on his behalf. While we believe a larger presence of trained paraprofessionals would have improved his experience in the growth of his academic abilities, his social growth and experience has exceeded our expectations. We believe his teachers make the best use of the resources available to them, and have provided important leadership for us as we educate ourselves in the planning and transition process.*
- *The school staff are excellent and strongly support our child. Their recommendations have helped him, and the progress is significant. They have been available if we have any questions or concerns outside of the PPT. It is obvious that they want what is best for our child. When he began to have difficulty behaviorally, they quickly gathered all parties, and we openly discussed all options and recommendations. They provided recommendations for outside help when he needed it (not just one, but several, so we could find the right fit). Our son loves them!*
- *My son is in the Ready Set Go program which is offered for children on the Autism Spectrum. Working with staff who have expertise in my son's challenges and difficulties has been something we have been incredibly grateful for. We know that there are many schools that do not offer this expertise so we do not take this for granted. We feel that there is a "team" mentality between us and the school/special education staff. We know that no situation is perfect and both we and the school will need to compromise at times. It is my hope and prayer that this will continue so that my son will continue to grow as a student and as a person and be surrounded by people who understand, accept and support him.*

### COMMENTS EXPRESSING DISSATISFACTION

- *Responsiveness from special education services has been slow. They don't always answer all of the questions posed to them. For the current school year, I did not learn my child's full schedule until the day before school started.*
- *We understand there are time constraints to schedule PPT meetings, however, one hour is not a realistic time frame to discuss results, propose new goals, find solutions for concerns, etc. Especially when meeting for a triennial, even after reviewing test results in advance. All testing results, reports, and progress reports should be sent to parents at least three days previous to the meeting.*
- *Some individuals working with our child are tireless, but many seem to want us to solve problems that are clearly identified in the IEP. We also find that we have to constantly remind the staff to recognize our child's accomplishments, rather than simply trying to discipline away the behavioral challenges. We don't really feel like our child is an equal member of the school community at times. Services are provided but he's not really "part" of the school.*
- *I feel transitional support from home to school are lacking – wish there was a paraprofessional available for transport. I also wish there were more opportunities to network with other parents. I feel rather isolated from his typical class and the same from his special education class.*
- *There needs to be more follow-through from the regular team teachers regarding the accommodations available to our child. We have had to repeatedly remind teachers of the available accommodations after they have either marked down assignments or reprimanded our child for failure to complete something in a timely way or failed a test after notes had not been provided. This lack of awareness results in raised frustration by both our child and the teacher and creates work for his special education coordinator when they have to both hear from me and then have to translate the issue to the teacher.*
- *There have been no discussions about transition goals to adulthood.*
- *When PPTs would take place, more often than not, team members would be missing, and therefore, goals would not be created with a collaborative effort. Often, 24-hours prior written notice was not provided. IEPs were not sent within the allotted 10 days. It was difficult to reach the PPT chair to discuss changes, even after a formal rejection, which needs to be addressed within 7 days.*
- *There is a disconnect with PPTs and real world application. My daughter is always progressing and completing IEP goals and her GPA is stellar where you would think she is ready for a complete general education program. In reality, she is not prepared. Her SAT scores are the reality of her abilities, which are not college material. Where are the other plans, skills, or information that would prepare her for any/all other options? We are stuck.*
- *I am still shocked at how hard we had to advocate for so long – and at how many external expert evaluations we had to obtain in order to get the school to agree to provide services for our daughter.*
- *My initial experience was terrible in getting my daughter the help she needed for her learning disabilities. I had to hire an attorney to fight. Once my daughter was in the correct program she began to excel. Now I feel like the school system wants to transition her out of special services without an adequate plan.*



- *In general, the emphasis seems to be on helping my son be like the other kids rather than embracing and welcoming his unique differences. I would prefer to see a greater emphasis on the individual than on conformance.*
- *I feel like my child is pushed forward every year and falls more behind every year in reading and math.*
- *My son is in high school. The transition from middle school to high school is severely lacking. He did not/does not have the tools he needs to be successful even though they are clearly stated in his IEP.*
- *Each year my child has been assigned a different special education teacher, due to job changes etc. My son has not benefited from continuity. In the past years, it has been up to me as a parent to ask the special education teacher to see if there are modifications that can be made in his classes to help him learn/test better. These have all been done when I have noticed that his scores were failing and did not reflect the amount of study effort he was putting in. In essence, once I noticed he was starting to fail, I had to prompt the teachers via the special education teacher to put modifications in place. It just seems that there should be a way to document this from year to year, so it would not be such a surprise or ordeal.*
- *PPTs are painfully uncomfortable. It feels like you can cut the tension in the room with a knife and the school system personnel are often defensive when asked questions. I feel badly for all parents who have to go through this.*

## **APPENDIX A | SIMSBURY SURVEY FINDINGS**

### **A.1 | SURVEY RESPONSE TABLE**

### **A.2 | BOX-AND-WHISKER CHARTS**

## APPENDIX A.1: SIMSBURY SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	174	4.0%	6.3%	2.3%	8.6%	37.4%	41.4%	±	12.6%	87.4%	78.7%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	173	0.6%	2.3%	4.6%	15.0%	24.3%	53.2%	±	7.5%	92.5%	77.5%
3. My child is accepted within the school community.	172	0.6%	1.7%	7.0%	12.8%	22.7%	55.2%	±	9.3%	90.7%	77.9%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	175	5.1%	4.0%	4.6%	12.6%	39.4%	34.3%	0.0%	13.7%	86.3%	73.7%
5. All special education services identified in my child's IEP have been provided.	172	1.2%	5.2%	4.7%	11.6%	29.7%	45.9%	1.7%	11.0%	87.2%	75.6%
6. Staff is appropriately trained and able to provide my child's specific program and services.	171	2.3%	4.1%	2.9%	14.0%	25.1%	48.0%	3.5%	9.4%	87.1%	73.1%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	170	1.8%	0.6%	0.0%	11.2%	29.4%	52.9%	4.1%	2.4%	93.5%	82.4%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	170	3.5%	2.9%	4.1%	16.5%	24.7%	42.4%	5.9%	10.6%	83.5%	67.1%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	171	2.9%	2.9%	2.3%	18.7%	24.6%	45.0%	3.5%	8.2%	88.3%	69.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	173	2.9%	1.7%	7.5%	17.9%	26.0%	43.9%	±	12.1%	87.9%	69.9%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	172	2.3%	1.7%	4.1%	8.7%	26.7%	56.4%	±	8.1%	91.9%	83.1%
12. I understand what is discussed at meetings to develop my child's IEP.	171	1.2%	2.9%	1.2%	8.8%	21.1%	64.9%	±	5.3%	94.7%	86.0%
13. My concerns and recommendations are documented in the development of my child's IEP.	171	2.9%	1.2%	6.4%	11.1%	26.3%	52.0%	±	10.5%	89.5%	78.4%
14. My child's evaluation report is written in terms I understand.	167	1.2%	1.2%	3.6%	7.2%	25.7%	61.1%	±	6.0%	94.0%	86.8%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	171	2.3%	4.7%	1.8%	5.8%	21.1%	64.3%	±	8.8%	91.2%	85.4%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	173	1.7%	5.2%	6.4%	13.9%	26.0%	46.8%	±	13.3%	86.7%	72.8%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	169	3.0%	3.6%	7.7%	12.4%	26.6%	46.7%	±	14.2%	85.8%	73.4%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	170	2.4%	2.4%	1.2%	4.1%	15.3%	74.7%	±	5.9%	94.1%	90.0%
19. If necessary, a translator was provided at the PPT meetings.	90	12.2%	1.1%	0.0%	10.0%	12.2%	64.4%	±	13.3%	86.7%	76.7%
20. The translation services provided at the PPT meetings were useful and accurate.	84	14.3%	1.2%	0.0%	7.1%	13.1%	64.3%	±	15.5%	84.5%	77.4%
21. The school district proposed the regular classroom for my child as the first placement option.	170	4.7%	2.4%	1.2%	3.5%	14.1%	67.6%	6.5%	8.2%	85.3%	81.8%

Table is continued on the next page.

## APPENDIX A.1: SIMSBURY SURVEY RESPONSE TABLE (CONTINUED)

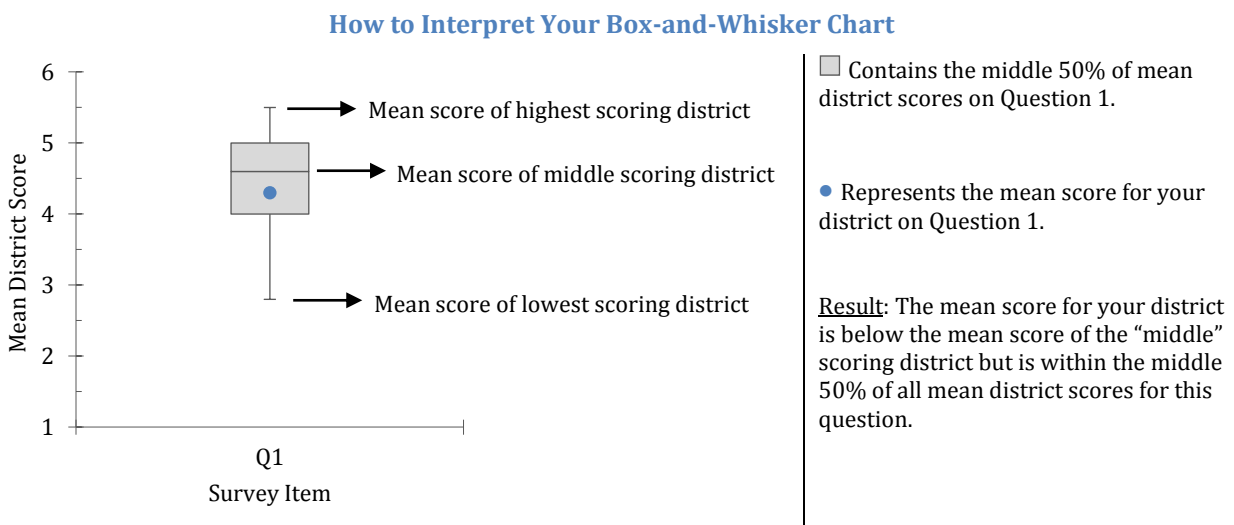
	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	145	84.1%	4.8%	0.7%	4.1%	0.7%	5.5%	±	89.7%	10.3%	6.2%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	168	1.8%	1.8%	0.6%	3.0%	8.9%	83.9%	±	4.2%	95.8%	92.9%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	165	6.1%	2.4%	3.6%	6.1%	10.3%	71.5%	±	12.1%	87.9%	81.8%
25. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	159	10.7%	3.8%	3.8%	8.2%	10.7%	36.5%	26.4%	18.2%	55.3%	47.2%
26. In the past year, I have attended parent training or information sessions (provided by my district, other districts, or agencies) that addressed the needs of parents and of children with disabilities.	154	51.9%	7.8%	8.4%	7.8%	12.3%	11.7%	±	68.2%	31.8%	24.0%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	150	56.7%	6.7%	8.7%	12.0%	7.3%	8.7%	±	72.0%	28.0%	16.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	162	20.4%	6.2%	9.9%	10.5%	7.4%	9.3%	36.4%	36.4%	27.2%	16.7%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	160	13.8%	4.4%	10.0%	9.4%	9.4%	11.9%	41.3%	28.1%	30.6%	21.3%
30. My child is learning skills that will enable him/her to be as independent as possible.	169	4.7%	4.7%	4.1%	14.2%	24.9%	47.3%	±	13.6%	86.4%	72.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	164	5.5%	4.9%	2.4%	9.8%	25.0%	52.4%	±	12.8%	87.2%	77.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	25	0.0%	0.0%	0.0%	4.0%	36.0%	60.0%	±	0.0%	100.0%	96.0%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	40	10.0%	5.0%	10.0%	27.5%	17.5%	30.0%	±	25.0%	75.0%	47.5%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	38	7.9%	5.3%	10.5%	15.8%	7.9%	26.3%	26.3%	23.7%	50.0%	34.2%
35. The PPT introduced planning for my child's transition to adulthood.	44	13.6%	9.1%	13.6%	13.6%	22.7%	27.3%	±	36.4%	63.6%	50.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	41	9.8%	0.0%	0.0%	4.9%	22.0%	63.4%	±	9.8%	90.2%	85.4%
37. The PPT discussed an appropriate course of study at the high school for my child.	43	9.3%	4.7%	4.7%	16.3%	32.6%	32.6%	±	18.6%	81.4%	65.1%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	43	20.9%	0.0%	14.0%	25.6%	27.9%	11.6%	±	34.9%	65.1%	39.5%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.

## APPENDIX A.2: SIMSBURY BOX-AND-WHISKER CHARTS

The following box-and-whisker charts provide a visual snapshot (by survey item) of your district's mean score relative to the mean score of all other districts participating in the survey.<sup>7</sup> The mean district score represents the average parent response scaled from 1="strongly disagree" to 6="strongly agree."<sup>8</sup> An illustration of how to interpret your box-and-whisker charts is provided in the following diagram. A box for each survey item contains the middle 50% of districts and the median (middle) district score is represented by a black line within the box.<sup>9</sup> The "whiskers" on the box represent the minimum and maximum mean scores across all districts and your individual district is represented by a round dot (●). Thus, if your mean district score was inside the box, it would be considered an average rating; if your mean district score was in the lower "whisker," it would be considered a below average rating; and if your mean district score was in the upper "whisker," it would be considered an above average rating. Mean district scores were not calculated when five or fewer respondents in the district answered an item. If this was true of your district, a round dot (●) will be missing for those items.<sup>10</sup>



Note: The mean district score represents the average response scaled from 1="strongly disagree" to 6="strongly agree."

<sup>7</sup> Survey responses from 11 districts were excluded due to the CSDE standard (n=20) for confidential reporting of district-level data.

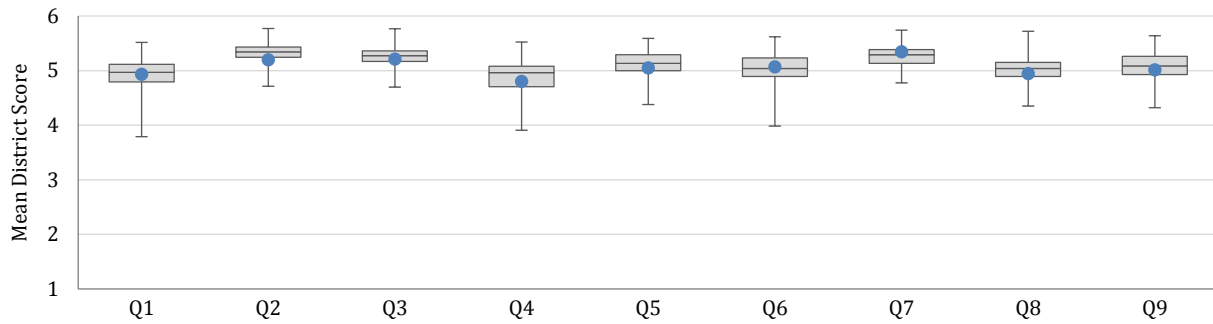
<sup>8</sup> The response option of "don't know" was not included in the calculation of the mean score, as there is no intuitive ordering for this response.

<sup>9</sup> Survey item 22 is negatively keyed (i.e., strongly agree is equivalent to a high level of dissatisfaction); therefore, this item was excluded from the analysis to maintain a consistent interpretation of mean scores.

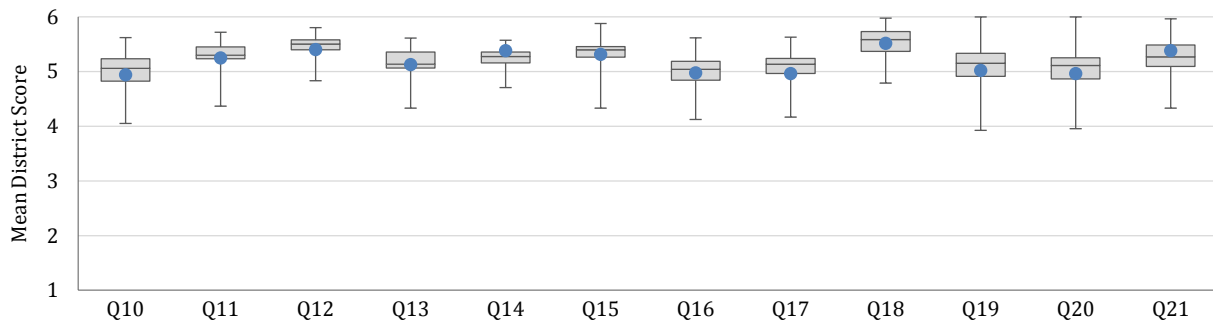
<sup>10</sup> A substantial number of districts had five or fewer respondents on the transition planning items. As a result, 15 districts were excluded from calculations for survey item 32 and seven districts were excluded from calculations for survey items 33-38.

## APPENDIX A.2: SIMSBURY BOX-AND-WHISKER CHARTS (CONTINUED)

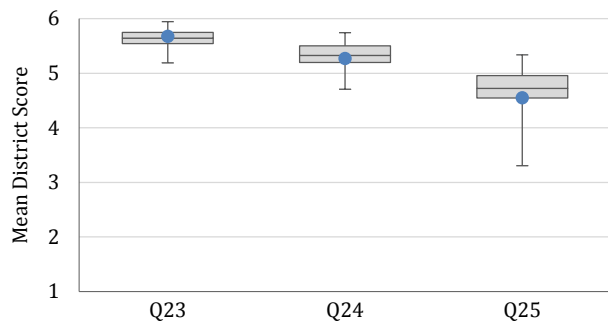
**SATISFACTION WITH MY CHILD'S PROGRAM**



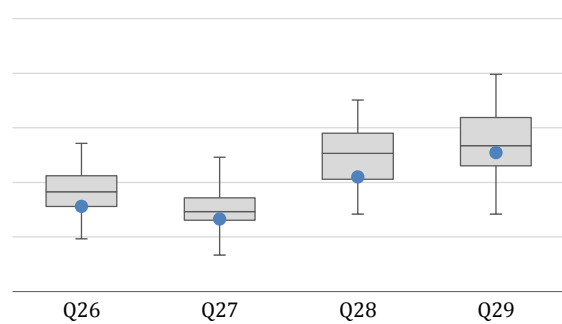
**PARTICIPATION IN DEVELOPING AND IMPLEMENTING MY CHILD'S PROGRAM**



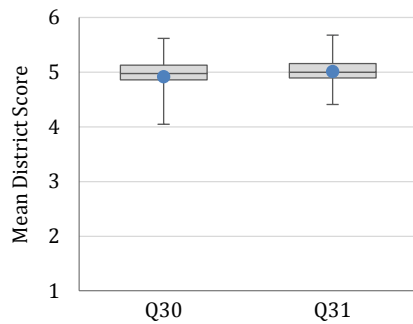
**MY CHILD'S PARTICIPATION**



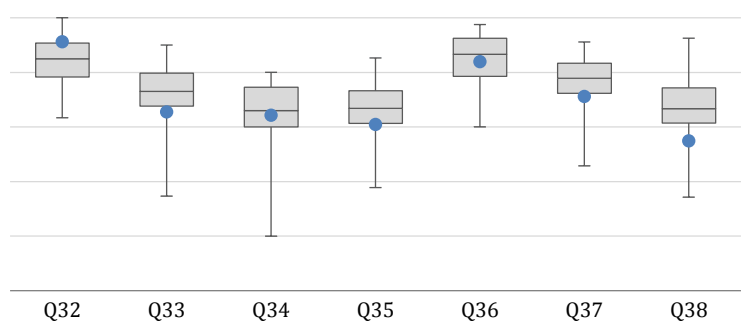
**PARENT TRAINING AND SUPPORT**



**MY CHILD'S SKILLS**



**TRANSITION PLANNING**



## **APPENDIX B | STATEWIDE RESULTS**

### **B.1 | RESPONSE RATE BY DISTRICT**

### **B.2 | STATEWIDE SURVEY RESPONSE TABLE**

## APPENDIX B.1: RESPONSE RATE BY DISTRICT

Nexus District	Surveys Sent	Surveys Received	Response Rate
Eastford	27	16	59.3%
Rocky Hill	272	103	37.9%
Region 15	538	203	37.7%
Region 13	286	106	37.1%
Marlborough	56	19	33.9%
New Hartford	59	20	33.9%
Sherman	74	24	32.4%
Litchfield	123	39	31.7%
New Canaan	417	127	30.5%
Region 8	222	67	30.2%
Southington*	627	189	30.1%
Sterling	80	24	30.0%
Newtown	471	140	29.7%
Barkhamsted	45	13	28.9%
Simsbury	612	175	28.6%
Bolton	95	27	28.4%
West Hartford*	821	231	28.1%
Region 14	180	50	27.8%
Hebron	126	34	27.0%
Bozrah	38	10	26.3%
East Haddam	179	47	26.3%
Wallingford*	568	146	25.7%
Glastonbury*	508	130	25.6%
New Fairfield	261	66	25.3%
Region 16	340	86	25.3%
Granby	218	55	25.2%
Region 18	184	46	25.0%
Thomaston	157	39	24.8%
Wethersfield	568	138	24.3%

Nexus District	Surveys Sent	Surveys Received	Response Rate
Region 17	340	80	23.5%
East Lyme	366	85	23.2%
Bethel	338	78	23.1%
East Windsor	231	48	20.8%
Region 7	116	23	19.8%
Madison	384	74	19.3%
Andover	21	4	19.0%
Naugatuck*	530	96	18.1%
Stamford*	1,044	189	18.1%
Windsor	633	113	17.9%
Preston	113	18	15.9%
Plymouth	253	40	15.8%
Meriden*	950	143	15.1%
East Hampton	178	26	14.6%
Norfolk	21	3	14.3%
Montville	336	46	13.7%
Cromwell	242	33	13.6%
Enfield*	613	79	12.9%
West Haven*	736	95	12.9%
Putnam	196	25	12.8%
Colebrook	24	3	12.5%
Plainfield	308	37	12.0%
Norwich*	694	78	11.2%
Voluntown	65	7	10.8%
Hartford*	1,481	152	10.3%
USD 1	184	18	9.8%
USD 2	85	2	2.4%
<b>Total</b>	<b>18,634</b>	<b>3,965</b>	<b>21.3%</b>

Note: Districts are sorted in descending order based on their response rate.

A (\*) indicates that in this district, a simple random sample of parents of children with an IEP or Services Plan were selected to receive the survey. A confidence level of 95% and a margin of error of 2% were used to determine the sample size.



## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
1. I am satisfied with my child's overall special education program.	3,928	5.8%	3.6%	3.1%	9.3%	32.6%	45.6%	±	12.5%	87.5%	78.2%
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	3,921	2.2%	1.9%	2.7%	8.9%	24.6%	59.8%	±	6.7%	93.3%	84.4%
3. My child is accepted within the school community.	3,908	2.5%	2.5%	3.3%	8.0%	23.8%	60.0%	±	8.3%	91.7%	83.8%
4. My child's Individualized Education Program (IEP) is meeting his or her educational needs.	3,948	5.9%	4.0%	4.1%	10.4%	30.3%	44.8%	0.6%	13.9%	85.5%	75.1%
5. All special education services identified in my child's IEP have been provided.	3,904	4.1%	3.4%	3.6%	8.0%	26.2%	53.2%	1.5%	11.1%	87.4%	79.4%
6. Staff is appropriately trained and able to provide my child's specific program and services.	3,902	4.9%	3.6%	3.6%	8.6%	25.1%	52.1%	2.1%	12.1%	85.8%	77.2%
7. Special education teachers make accommodations and modifications as indicated on my child's IEP.	3,895	2.5%	2.4%	2.6%	8.1%	23.3%	58.5%	2.5%	7.6%	89.9%	81.8%
8. General education teachers make accommodations and modifications as indicated on my child's IEP.	3,865	4.0%	3.3%	4.2%	11.8%	24.6%	46.8%	5.2%	11.6%	83.2%	71.4%
9. General education and special education teachers work together to assure that my child's IEP is being implemented.	3,864	3.6%	3.2%	3.8%	10.9%	23.5%	50.1%	4.9%	10.6%	84.5%	73.6%
10. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3,940	4.5%	2.9%	4.5%	13.3%	23.5%	51.3%	±	11.9%	88.1%	74.8%
11. At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	3,920	3.1%	2.7%	2.8%	7.4%	19.3%	64.8%	±	8.5%	91.5%	84.1%
12. I understand what is discussed at meetings to develop my child's IEP.	3,914	1.3%	1.1%	2.3%	5.7%	22.8%	66.8%	±	4.6%	95.4%	89.6%
13. My concerns and recommendations are documented in the development of my child's IEP.	3,892	3.7%	2.7%	3.6%	8.5%	24.0%	57.5%	±	10.0%	90.0%	81.5%
14. My child's evaluation report is written in terms I understand.	3,892	2.2%	2.4%	3.3%	9.6%	25.8%	56.7%	±	7.9%	92.1%	82.5%
15. Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	3,913	2.4%	2.0%	3.3%	6.6%	20.8%	64.9%	±	7.8%	92.2%	85.7%
16. At my child's PPT, the school district proposed programs and services to meet my child's individual needs.	3,935	4.3%	4.1%	4.3%	11.4%	25.8%	50.2%	±	12.6%	87.4%	76.0%
17. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	3,901	3.5%	3.0%	4.6%	10.9%	23.4%	54.6%	±	11.2%	88.8%	77.9%
18. I have received a copy of my child's IEP within 10 school days after the PPT.	3,897	2.3%	1.5%	1.8%	4.1%	14.0%	76.3%	±	5.6%	94.4%	90.3%
19. If necessary, a translator was provided at the PPT meetings.	2,339	10.2%	0.8%	2.0%	7.8%	12.6%	66.6%	±	13.0%	87.0%	79.2%
20. The translation services provided at the PPT meetings were useful and accurate.	2,192	10.8%	0.8%	2.3%	8.9%	14.6%	62.6%	±	13.8%	86.2%	77.2%
21. The school district proposed the regular classroom for my child as the first placement option.	3,830	5.6%	2.0%	2.0%	4.3%	15.0%	63.1%	8.1%	9.5%	82.3%	78.1%

Table is continued on the next page.

## APPENDIX B.2: STATEWIDE SURVEY RESPONSE TABLE (CONTINUED)

	n	DISAGREE			AGREE			Don't Know	TOTALS		HIGH LEVEL AGREE
		Strongly	Moderately	Slightly	Slightly	Moderately	Strongly		DISAGREE	AGREE	
22. My child has been sent home from school, but not suspended, due to behavioral difficulties.	3,312	75.2%	5.0%	1.8%	3.2%	4.5%	10.3%	±	81.9%	18.1%	14.9%
23. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	3,882	2.4%	1.1%	1.2%	3.5%	10.3%	81.5%	±	4.7%	95.3%	91.8%
24. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	3,780	6.0%	1.7%	2.7%	5.0%	11.0%	73.6%	±	10.4%	89.6%	84.6%
25. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	3,609	9.5%	2.5%	3.5%	6.8%	12.6%	40.1%	25.0%	15.5%	59.5%	52.7%
26. In the past year, I have attended parent training or information sessions (provided by my district, other districts, or agencies) that addressed the needs of parents and of children with disabilities.	3,502	46.1%	6.9%	7.3%	9.4%	10.3%	20.1%	±	60.3%	39.7%	30.3%
27. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	3,421	52.6%	7.3%	7.9%	9.2%	8.7%	14.2%	±	67.8%	32.2%	23.0%
28. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3,753	17.6%	4.6%	5.8%	9.5%	11.9%	18.4%	32.2%	28.0%	39.8%	30.3%
29. A support network for parents of students with disabilities is available to me through my school district or other sources.	3,700	14.7%	4.4%	5.2%	8.7%	10.5%	20.2%	36.2%	24.4%	39.4%	30.7%
30. My child is learning skills that will enable him/her to be as independent as possible.	3,834	4.8%	4.2%	4.4%	10.4%	25.2%	51.0%	±	13.4%	86.6%	76.2%
31. My child is learning skills that will lead to a high school diploma, further education, or a job.	3,735	5.7%	3.2%	4.0%	10.7%	22.5%	53.8%	±	12.9%	87.1%	76.4%
Only complete the following question if your child has transitioned from the early intervention Birth to Three System to Preschool in the past 3 years.											
32. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	543	8.3%	1.8%	2.4%	6.8%	15.3%	65.4%	±	12.5%	87.5%	80.7%
Only complete the following questions if your child was 15 years of age or older at his/her last PPT meeting.											
33. I am satisfied with the way secondary transition services were implemented for my child.	917	10.3%	5.3%	6.4%	12.0%	26.8%	39.1%	±	22.0%	78.0%	66.0%
34. When appropriate, outside agencies have been invited to participate in secondary transition planning.	848	13.0%	4.1%	5.5%	9.3%	13.1%	28.1%	26.9%	22.6%	50.5%	41.2%
35. The PPT introduced planning for my child's transition to adulthood.	893	13.5%	6.6%	7.1%	11.8%	25.3%	35.7%	±	27.2%	72.8%	61.0%
36. The school district actively encourages my child to attend and participate in PPT meetings.	911	5.9%	1.4%	2.6%	7.5%	18.4%	64.1%	±	10.0%	90.0%	82.5%
37. The PPT discussed an appropriate course of study at the high school for my child.	907	7.8%	4.3%	4.6%	9.7%	25.0%	48.5%	±	16.8%	83.2%	73.5%
38. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	887	15.2%	5.2%	6.1%	14.1%	23.3%	36.1%	±	26.5%	73.5%	59.4%

Note: High level agree = "moderately agree" + "strongly agree."

± Not a response option for this survey item.